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## ABSTRACT

For the last few years, ERIC-CUE has published a series entitled "the Doctoral Research Series," the first of which focused on the education of Mexican-American children. The second collection of annotated bibliographies concentrated on problems of desegregation, and the third on early childhood education. These bibliographies were organized by using a computerized search of "Dissertation Abstracts International" from 1965-69, and a hand search of the same abstract bibliography from January 1970 through June 1972 volumes. While this work was proceeding, several university programs were examined. Faculty and students were interviewed to determine what factors increased research productivity. Eleven universities were identified as leading in production of the largest number of dissertations on the education of disadvantaged populations. In the discussion that follows in the body of this report, the names of some institutions and of people have been changed to preserve confidentiality; it was found that several institutions and individuals assumed leadership in doctoral research on the disadvantaged. It was concluded that, with the diversity of individuals and institutions dealt with, it is difficult to summarize the positive and negative effects of combining doctoral dissertation study with the need to better educate poor and minority group children. (Author/JH)

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DOCTORAL RESEARCH ON THE DISADVANTAGED

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## Doctoral Research on the Disadvantaged

In the seven years since the enactment of ESEA Title I in 1965, anthropologists, sociologists, psychologists, political scientists, and educators have had a unique opportunity to seek answers to basic questions about the teaching-learning process, especially in relation to minority children and students from low-income backgrounds. Not only did federal law provide extensive funds for "compensatory" and innovative programs, but it also mandated built-in evaluation measures. The flood of new programs has provided fertile ground for doctoral research on the education of the disadvantaged.

Unfortunately much of this research has had little consequence. The plaintive cry of most students completing doctoral dissertations has been, "All that work and where does it lead?" Bits and pieces of research are entombed in Dissertation Abstracts International and in university libraries. Their only readers are upcoming doctoral students who must survey what has been done so that new outlines will not duplicate old research.

The ERIC/IRCD staff believes that much can be learned from these dissertations about children, about educational programs and about doctoral research itself. As a result they decided to provide a comprehensive collection of abstracts in areas of special interest to the Center.

The first step was a computerized search, using the Datrix system, of the available tapes of Dissertation Abstracts International from 1965 to 1969. The search employed the following special descriptors: Black, Puerto Rican, Mexican American, inner city, poverty, ghetto, urban, slum, rural, Negro, American Indian, and "disadvantaged." A hand search was then conducted for documents appearing in the January 1970 to June 1972 volumes so that the collection would be as up to date as possible. Descriptors used for the hand search were: disadvantaged, desegregation, inner city, Black, Negro, American Indian, Mexican American, Puerto Rican, (Spanish surname added later).

In all, over 700 abstracts were photocopied, sorted, and indexed. These were screened to eliminate abstracts which did not focus on the education of the disadvantaged. For example dissertations with an emphasis on administration, teacher training, guidance or other specialization were discarded unless they included direct reference to the education of poor minority children and youth from preschool through the 12th grade. Psychological or educational theory

were included when a direct link to more effective learning could be established. Precollege programs were included but not those for students enrolled in college programs. Vocational education as well as education of retarded and other special groups was not emphasized. Such programs are covered by other ERIC clearinghouses.

While this work was proceeding, several university programs were examined. Faculty and students were interviewed to determine what factors increased research productivity. In the discussion which follows, the names of some institutions and people have been changed to protect the confidentiality of their communications.

### Productivity Data

The 670 abstracts remaining after the initial selection process were produced by doctoral students in 108 universities across the country. Although it is clear that not all abstracts were identified, we assume that we had selected a fairly representative sampling and that any further identification of documents would show similar distribution patterns.

The leading universities, in order of dissertation productivity, were:

Columbia University, New York City  
Wayne State University, Detroit, Michigan  
University of Michigan, Ann Arbor  
Indiana University, Bloomington  
Michigan State University, East Lansing  
University of Southern California, Los Angeles  
University of Texas, Austin  
University of Oklahoma, Norman  
New York University, New York City  
Ohio State University, Columbus  
University of Georgia, Athens

The list continues with other schools which had a sizeable number of dissertations concerned with the education of "disadvantaged" and minority children. It ends with schools which produced only one. Several universities are remarkable because they do not appear on the list even though they are located in large urban areas, have relevant departments and are funded by federal and state projects serving poor or minority groups. One of these schools will be discussed in detail later in this paper.

Just as some institutions assumed leadership in research on the disadvantaged, so too did several individuals. These advisors of doctoral students proved outstanding in encouraging research related to minority students. They are listed in alphabetical order.\*

\*Many names could not be identified because some institutions do not require that the name of the chairman of the committee appear in the heading of the abstract. Consequently, this information is not available in Dissertation Abstracts International

R.K. Bent, University of Arkansas, Fayetteville  
 Stanley E. Dimond, University of Michigan, Ann Arbor  
 Wilbur H. Dutton, University of California, Los Angeles  
 Thomas D. Horn, University of Texas, Austin  
 Arthur Pearl, University of Oregon, Eugene  
 Glenn R. Snider, University of Oklahoma, Norman  
 Michael J. Stolee, University of Miami  
 P.T. Teska, University of Oklahoma, Norman  
 E. Paul Torrance, University of Georgia, Athens  
 Kenneth D. Wann, Columbia University, New York City

Since no abstracts were included for the 1972 and 1973 academic years, many people and much recent work have not been represented. For this reason, the Center intends to complete and update these collections in the future. Assistance in identifying appropriate documents would be appreciated. Please provide name of author, title of dissertation, name of advisor, and the month and year of completion.

#### The Doctoral Research Series

For the last few years, ERIC/IRCD has published the Urban Disadvantaged Series, a selection of documents on education of the poor. To date thirty-two items have been published. These documents are available from the ERIC Document Reproduction Service. Each manuscript complements or supplements the five Bulletins distributed yearly.

Another series was instituted in 1973 called the ERIC/IRCD Doctoral Research Series. The first annotated bibliography of doctoral dissertations, dated May 1973, focuses on the education of Mexican-American children. The second collection concentrates on problems of desegregation (June, 1973) and the third emphasizes early childhood education (July, 1973). Copies of these bibliographies are available in single copies. Subsequent issues are planned on "teaching the black experience," the education of black children, pre-college programs, and curriculum areas. Other topics will be chosen as materials become available. Annual updating will occur as long as the materials are useful to practitioners, scholars, and community members.

Each collection is organized as follows: Documents are first grouped under main topics. Within each main heading, abstracts are presented in order of year of completion. Where a number of abstracts appear under the same topic,

in the same year, they are arranged in alphabetical order by name of author. There is also an author index, an institution index and a subject index, which includes several references for each abstract.

In the interest of comprehensivity, appropriate documents have been included even though many present conflicting views. The documents do not necessarily represent the Center's policy or position.

### Mexican Americans

An analysis of the 62 abstracts of doctoral dissertations on the education of Mexican-American children presents an interesting phenomenon. In case after case, an urgent localized need prompted search for answers to specific problems. Yet, the process of searching for answers often changed the agency doing the research.

Across the Southwest the immense problem of educating large numbers of Spanish-speaking children prompted universities and their research facilities to experiment with possible solutions. In order to do this better, specialties such as linguistics were encouraged. New interdepartmental alliances were cemented between education, psychology and sociology. In turn, the United States Senate was moved to pass the Bilingual Education Act, Title VII of the Elementary and Secondary Education Act, 1968, partly because of pressures evolving out of these processes. The spiral continued because this law and the financial support for experimental programs accelerated action in the universities. As a result, doctoral students found fertile soil for dissertation research in these local programs. In addition, more and more Mexican-American students sought admission to the previously exclusive universities. Consequently we find more native scholars studying the problems of their own people and overcoming the difficulties faced by non-ethnic group members conducting research within an indigenous community.\*

Of the more than five million Mexican-Americans who live in the United States 80% live in California and Texas. It is to be expected that these states would produce much of the dissertation research about this group. Indeed, over 50% of the documents come from universities in these two states. One of the most active sites represented is the school system of San Antonio, Texas which cooperates with the University of Texas at Austin. This system forced Supreme Court consideration of the property tax as the foundation of support for education.

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\*Related insights and methods may be found by studying bilingual research dealing with other populations, but parallel to these reports.

The rest of the dissertations come from Arizona, Colorado, Iowa, Michigan, New Mexico, Oregon, Oklahoma and Utah. (A single document from Pennsylvania deals with teaching others about Mexican Americans.)

This bibliography also includes a fine example of how a whole is often greater than its parts. Abstract numbers #14, 15, 16 and 17 represent research at the University of Northern Colorado. Each of the four doctoral candidates replicated a basic research design with the same general population at different grade levels. The researchers looked for "errors" in oral English usage by Mexican American pupils with a Spanish-language background. Each dissertation stands by itself as a source of information and insight.

### School Desegregation

The 103 abstracts on segregation-desegregation fall into two main categories. The first deals with the historical and legal aspects of this country's struggle over equal education for oppressed minorities. Federal court cases examined along with a number of local legal decisions. Global studies on the problems of the South or the North are balanced by case studies of communities-in-transition.

The second category includes dissertations which deal with the impact of desegregation on the education, self-concepts and attitudes of both black and white children and teachers, parents and others in local communities.

### Early Childhood Education

The successes and weaknesses of individual projects under the Head Start and Follow Through programs are heavily documented in the 61 dissertations included in the first section of this document. Analysis of all the dissertations indicates that short term exposure to any program has little effect on child development. The documents also suggest that gains from intensive programs are lost after two years if enrichment does not continue.

These observations are nothing new, yet advisors continue to approve doctoral research designs which are doomed from the start to weak, neutral or negative results. In addition, school systems and funded projects continue to initiate and terminate programs in rapid succession. This is ineffective for most children though a small percentage do benefit from exposure to new life influences. The abstracts indicate that many children are cheated by the very structures set up to prepare them for satisfying adulthood.

The second section of this bibliography consists of an additional 87 abstracts. These deal with discrete areas, such as linguistic problems, dialects or second languages, reading, behavior, attitudes, parent involvement and creativity.



### The Universities

The University of Texas at Austin was chosen from the list of "productive" institutions because it allowed us to study the relationship between a school and a Mexican-American community as well as its doctoral programs. In contrast, we also observed an institution which should have had dissertations but did not. Northeast State University is a pseudonym for that school.

#### The University of Texas at Austin

The day I arrived at Austin I found the faculty perplexed, angry and disappointed. "We lost our case, but the fight must go on!" They referred to the Supreme Court decision against the Edgewood school district in San Antonio which opposed the use of property taxes as basis for support of local schools. This landmark suit is often called the Rodriguez case after the father of five school children who, with 19 other parents, spearheaded the fight. The parents asked for equalization of funds from Edgewood with funds from neighboring Alamo Heights. Edgewood has a property tax of \$1.05 per \$100 valuation yielding annual school expenditure of \$37 per child while Alamo Heights has a tax of 85 cents per \$100 which yields \$412 for each child.

The academic community was incensed because, "the poor people have lost again..." The separation between gown and town had been bridged by a sense of common purpose. The feeling in Austin is typical of the strong alliances being built in communities across the country when colleges and universities see themselves as agencies serving communities surrounding them. This position was expressed by nearly everyone I spoke with in Austin.

In order to fulfill this new role, an amalgam of departments, disciplines and people must develop. Apparently this has happened at Austin. The African and Afro-American Research Institute, and the Mexican American Studies Center work cooperatively with the Departments of Curriculum and Instruction, Educational Psychology, Ethnic Studies, Sociology, anthropology and linguistics.

For example, at Austin Dr. Thomas Friedman of the Educational Psychology department admitted that his interest in the disadvantaged increased greatly in 1965 when funds became available for research. He recommended expansion of course offerings which resulted in the addition of senior level course entitled "Psychology of Cultural Deprivation." In the first year only eight students registered. By the third year the graduate course had attracted 40 students including many from other disciplines, such as nursing, sociology and economics.

In her capacity as a professor of English education, Dr. Geneva Pilgrim had always been interested in underachievers. She was moved to focus on the disadvantaged through the funding in 1966 of a Prospective Teacher Education Program at Texas-Austin.

Yet, despite their parallel growth of interest in the disadvantaged, Dr. Friedman had never met Dr. Pilgrim until two years ago when the university established a task force on Multi-National Concerns. Because of its inter-departmental nature, this group was able to move the university even further ahead in its thinking about minority students and studies.

Dr. Thomas D. Horn is chairman of the Department of Curriculum and Instruction. He carries an exceptionally heavy load of research, writing, committee membership, teaching and advising. Yet, Dr. Horn will take the time to tell a visitor about the strengths and problems of his department which includes elementary, secondary, higher, English and social studies education. The registration in masters and doctoral programs is over 250. Science, mathematics and foreign language education account for an additional 150 graduate students.

Ten years ago students at Texas at Austin were almost exclusively white. Today, 29% of the graduate students in C & I come from minority groups (excluding women as a minority). In Spring 1973, eight black students were enrolled in the Ph.D. program along with 22 Mexican Americans. As these candidates receive their degrees, minority representation on the faculty will undoubtedly result. Some of these students are already involved as teaching assistants and on field projects.

The university sees the masters degree as an integral part of the doctoral sequence. Research and statistical preparation are ordinarily expected for the Master of Arts since a high quality, publishable thesis is a prerequisite for that degree. Statistics may not be required for the Masters of Education degree and additional courses may be substituted in lieu of a thesis. The Texas-Austin Graduate Council is reconsidering the thesis requirement for the MA, because some members feel that teaching and not research should be the goal at that level of preparation. The need to prepare teachers for the expanded Junior colleges system is another consideration in this debate.

The C & I department has a clear statement of minimum faculty workload which accounts for teaching, administration, field service, supervision of independent study and theses, and elective national office. There is no difference in the credit given for teaching undergraduate or graduate courses.

Discussions with several students made it clear that scholarship is valued. The highest standards of scholarship are expected and students strive to meet this goal. The university is "conservative" and will not reduce standards of admission or degree requirements for any reason. Admission into a doctoral program in C & I requires three years of experience in teaching or related work, 3.0 grade point average, 1000 Graduate Record Examination combined scores (1350 is required in Education Psychology) and references. The credit requirements for the degree vary from 75 to 90 hours beyond the Bachelors, half in subject matter and half in methods. One semester of full time residence is expected.

A National Teacher Corp program is now in the second year of a seventh cycle. The program consists of 34 students, 60% Mexican-Americans, 20% black, 20% Anglo, and 6 master teachers. These teachers are placed in the "controversial" schools in San Antonio trying to compensate for the drastic imbalance in financial support. While this program might seem a good base for research, its funding is insecure. Many Teacher Corps students replaced the masters thesis with extra courses and field experiences because they felt that their objective was to become agents for change, not researchers.

Dr. Mark Seng is one of several graduate advisors. All graduate students are assigned by area of interest to an advisor soon after matriculation. Each advisor has long conference hours clearly listed so that students with problems need not wait for assistance.

As general graduate advisor for Curriculum and Instruction, Dr. Seng rarely encourages masters students to go on for the Ph.D. degree. He has found that students are so flattered by encouragement from a university professor that they tend not to be critical about their own reasons for seeking the degree. Some resign satisfactory positions to seek a degree qualifying them for positions they really do not want.

Speaking of dissertation proposals from his own doctoral students, Dr. Seng says, "I let my students mess around for no more than six months. After that I tell them I want a written proposal in three months or they must find someone else to supervise their dissertation. Otherwise, graduate students often fall into the trap of becoming perpetual students."

With some of his students, Dr. Seng has prepared three documents to be used as guidelines for "participants" in dissertation research--the advisor, the student and the committee chairman or member.

The first guide, Thesis Selection and Completion, informs the new student of the purpose of the thesis requirement. Simply stated, this purpose is to

help the student become a creative, well-organized expert in some field so that he can make written and personal contributions. The paper then goes on to explain that the research topic should be expressed as one or more fundamental questions to which the researcher will attempt to find answers. The topic should have significance to the student and his supervising professor. It should be feasible in terms of cost and time. The various types of dissertations -- experimental, questionnaire, historical, literary, instructional and theoretical are described.

The second guide, The Selection and Care of the Supervising Professor, gives the student some practical advice on personal, practical and professional behaviour. The guide covers the "state" of the manuscript, the pace of work, courtesy in making appointments and etiquette at conferences. It even advises on changing supervisors should that become necessary. The third guide, Care of Doctoral Students Writing Theses, is directed to professors. It touches several sensitive areas which are all too familiar to students who have "been through the mill." The guide reminds the faculty that an advisor should not dictate the direction of the thesis. Students should be permitted, and even encouraged, to disagree. Faculty members should be accessible through conference, mail or phone at crucial points during the development of the project. Appointments should be kept. Manuscripts should be returned within a week without being defaced by comments. Praise for good work should outweigh criticism.

All three guides nurture professionalism which should be basic to the process. There is no longer room for an attitude of "I got lumps when I got my degree, so let them go through the hurdles too!" Standards should be clear and fair. They should be maintained with grace and dignity, not caprice or vengeance.

Discussion with several people concerning the ABD degree (all but the dissertation) provided several insights into the reasons for its recurrence. First, Austin gives teaching assistantships for two to two and a half years. If students cannot complete their work in that time the withdrawal of financial support forces them to get jobs. Second, many obtain jobs in junior colleges and are satisfied at that level. If the junior colleges required the doctorate, pre-termination would decline accordingly. In the past four years many eligible students dropped out to become active politically, feeling academics were less important than curing society's ills.

Still another reason for dropping out is the policy that a student could not be a teaching assistant if he has incomplete grades. Students under personal pressure and heavy work and study loads sometimes find it impossible to complete all requirements on time. Dropping out also occurs when students have difficulty identifying, refining and stating a suitable problem. These students do fine in courses and seminars, but fail at this step. In 99% of the cases, if the student passes the proposal stage his chances of completing the degree are very good.

One measure of the pride and respect shown both masters and doctoral dissertations by the C & I department is the publication and sale of a number of the documents in bound form. Depending on length, copies cost between \$3.50 and \$4.50 plus tax and postage. Lists of current documents available may be secured by writing to:

Learning Disabilities Center  
University of Texas at Austin  
604 West 24th Street  
Austin, Texas 78705

Some of the dissertations are assigned as required reading in courses to which they apply, thereby building a sense of a continuing scholarly community.

This university moved very early into the battle for bilingual education. Courses and conferences on English as a Second language, teaching concepts in the native language and black dialect brought top level specialists from all over the country to help faculty and students contend with these problems. Individuals desiring information concerning bilingual programs may contact the new Office of Bilingual Education, Dr. George Blanco, Director, Sudon 103, UT at Austin, 78712.

#### Northeastern State University

The jewel of its State University system, situated on a new campus at the confluence of several cities, Northeastern is about the size of Texas-Austin with matching departments and interests. Yet Northeastern did not provide one dissertation abstract on the education of the disadvantaged! It is to the University's credit that the chairman of the Urban Education Department and his colleagues were willing to explore with us the reasons for this lack.

Students on this campus expressed strong concern about the fact that they had completed their coursework without experience or guidance on how to unite a thesis or dissertation. They did not understand the nature of a proposal, nor its mechanics. They suggested that the ability to write well enough to do a thesis should be determined before admission to the program. Students felt it a

waste to find out at the end of the program by failing the comprehensive examination. Students who were alerted to their problems earlier could take remedial work to strengthen their thinking, organizing and writing skills. Term papers and take home essay examinations do not necessarily identify writing problems because the student may obtain help from a spouse or secretary who proofreads a manuscript or corrects problems while typing it. Some measure of this competence should be made at the masters level since many students who cannot write complete the bachelors program with creditable grades because they depend upon multiple choice and other computer-based evaluations. In addition, writing ability in itself is not a prerequisite for most jobs to which they aspired. Students did not consider the technical jargon or "verbal-mathematics" found in many thesis form of communication which allowed functioning in the field.

The professor leading the doctoral seminar believes that a student should be able to figure out how to write a dissertation by reading a style manual and 15 or 20 dissertations. He suggested that at the proposal stage a student had only to explain what problem he was going to solve and how he was going to solve it. Furthermore he felt that the proposal should be written clearly enough so that someone who has never spoken to the student about it will understand. A student should anticipate the questions a reader might ask by imagining what would he ask if the proposal were presented by someone else. By listening carefully in seminar students can discover the problems faced by other students and avoid the same pitfalls. "Its simple-think!" said this professor. "Some people seem to be able to do it easily-they get their degrees. Perhaps those who can't are not ready."

The faculty at this university observed that if research components were built into funded projects on the disadvantaged, then perhaps more students would do dissertations on them. In the absence of financial support, students turn to academic questions which will bring greater status in the academic community. Many of the candidates complete the degree program in order to become assistant superintendents or superintendents in suburban districts in the state. They feel that focusing on the disadvantaged would not be relevant to their goal.

Faculty members also mentioned that the circular process of writing proposals, getting funded and running projects left little time for faculty interested in



the problems of the disadvantaged to work with doctoral students. The uncertainty of funding in programs like the National Teacher Corps also discouraged study and research. It was generally observed that the faculty members most active in research and dissertation supervision are not strongly identified with the problems of urban education. "We don't push enough. We don't suggest it," said one advisor.

During one doctoral seminar I distributed about 30 of the dissertation abstracts collected by ERIC. The students reacted intently to them, sharing their findings. Later the instructor remarked, "These students should not have found those abstracts so fascinating. They should have been reading them for the last month or two, several hours a day. I try to help them become familiar with research tools such as ERIC, Dissertation Abstracts, CIJE, journals, and others. Unfortunately, most of them do more complaining than research! If they don't get into the literature they can't get started. Too many of them don't have the compulsion to know. They want an easy, spoon fed way of getting this necessary-evil, the thesis, out of the way."

This professor went on to say that "The key to research is faculty research. It is done by example, by apprenticeship. If the faculty are using the computer, the graduate assistant is inducted into it. The assistant has no problem finding a topic because he attaches on to research by the faculty. The fallout of new ideas is tremendous and results in a critical mass in one area. Gradually, new students of high quality are attracted to an institution because of its specialization. Here some of us are more interested in abstract--terminology, concepts, and the technical relationships among them--rather than the practical work in the field. I guess we tend to generate theses in that image."

In conversation with the chairman of the Department of Urban Education I obtained many hints about why Northeastern has produced no research on education for the disadvantaged. I have, therefore, quoted at length from his remarks. "Perhaps the major reason why students don't do their dissertations on the disadvantaged is the divorce between program work and research. The program people have a need for research, but it's dirty work. They have to go out where things are happening and spend a lot of time and effort. It is much easier to run a pretest, do a simple intervention, run a posttest and then go home. Calculate, analyse and you are done. Easy but useless.

"In order for research to benefit the disadvantaged it must be long term. Unfortunately doctoral students want in and out. The six week intervention is very attractive and absolutely useless. It is significant only if you study the dynamics of a situation in depth. But how many students will give two years or

more of at least half time work to such a study? . . . .

"Our doctoral program is only eight years old and obviously we have not yet been able to build a core of research around the disadvantaged. We find that truly significant situations which might be studied are so dynamic, so volatile, so hypercharged that they are almost non-studiable.

"Perhaps one of the tasks our faculty must now face is describing the type of 'product' we want from our doctoral programs. Listing job titles won't do anymore. Rather we must consider what kind of person we want to produce with what abilities and skills. We have tried to reduce specific requirements. Within broad categories, the student and his advisor decide what courses a student will take. With such planning how, at the end, can we mandate a direction for the dissertation?

"There is another complication which has arisen because federal funds have been shifted from universities to the school systems. The schools are more interested in evaluation than in research. Consequently, the type of research one finds in dissertations may soon die for lack of opportunities. Evaluations must go beyond saying that the teachers, children or parents liked the program. If they take a hard look at improvement of teaching and learning we will have moved ahead. One hope lies in the \$10,000 NIE grants which may give doctoral research the rigorous standards and the financial support it needs.

"One area I would like to see studied is the morale of teachers across the country, especially those working in schools in poorer areas. There is a desperate need to learn to move teachers out of an 'I don't give a damn' attitude. This attitude is more than apathy--there is a massive turning off. I have no empirical information to support this observation--but I feel it deeply.

"I think we now have the concerns and climate necessary to test obsolete concepts. Ten or fifteen years ago we were looking for researchable projects. We had the conceptual framework but not the situational framework. Now the situation is available but perhaps our old concepts of teacher involvement, human relations and felt needs are no longer relevant. Power bases have changed without anyone knowing what the power should be dealing with. Society has changed its relation to the individual. The need for the educated person to affect society, has been challenged as have individual's obligations to mankind.

"One of the factors in the C & I department which reduces doctoral productivity is the fact that most of our faculty are curriculum generalists rather than



specialists. Students have difficulty focusing on a specific area and we are not much help in this respect. We tend to deal in global matters which are impossible to research. The specialists exist in other departments, but most of their students are content based and are not strongly concerned with poor minority groups. . . .

"If we were to employ a new faculty member to stimulate dissertation work in relation to the disadvantaged, that person would need to have a strong working knowledge of current programs in addition to basic research skills. Since the type of student who is concerned about the poor tends to be a more tender and sensitive being, the faculty person leading that student must know how to balance his social feelings and his desire for involvement with the cold attitudes of research. We need a person who can balance three divergent roles at once--that of the professor, the social activist, and the researcher. It's hard to find such a person."

#### Dissertation Advisors

The intelligence, abilities and motivation of the student comprise the crucial elements in the process of producing doctoral degree recipients. While the nature of the university itself has strong influence on the quantity and quality of graduates, the second most important factor is the individual mentor, chairman of the committee or advisor. Earlier a list of outstanding advisors was presented. If time and manpower were available it would have been enlightening to have studied them all. In fact, such a study might be appropriate for doctoral research in the future. This paper however attempts to describe only three men and the settings in which they work in the hope that they might provide models for advisors. Dr. Thomas Horn was discussed in the section dealing with the University of Texas at Austin.

#### E. Paul Torrance

Since I was aware of Torrance's position as a leading scholar in the field of creativity, it was inspiring to find his name among those who were most productive in leading students to design, implement and complete dissertations relating to the education of the disadvantaged. In order to gain insights into this shift of interest I arranged a visit to the University of Georgia at Athens. A town only slightly larger than the university it nurtures, Athens lies a little more than fifty miles from Atlanta. It combines a Southern community of private

homes with a major university. Historical landmarks sit comfortably next to modern structures on a lovely tree lined campus. Near the campus is a lower income community consisting largely of black service personnel.

In order to observe Torrance's teaching, I had to arrive in his seminar room at 7:45 a.m. for the course "Learning Difficulties of the Disadvantaged." In his late fifties, of median height, slightly bald and almost portly, Torrance's personality is vigorous with a touch of humor. He fills the room, but also he fades to permit others to take leadership for the group of graduate students.

The class consists of masters and doctoral candidates from many departments. A speech therapist, school psychologist, junior high school mathematics laboratory director, art teacher, assistant principal, parent educator and numerous other specialists are united by their mutual interest in the disadvantaged and their desire to prepare themselves more effectively to work with children of poor and minority groups.

The class meets formally two mornings a week. On a third morning each student spends an hour fulfilling a specific task with children in a church and government supported day care center for 2, 3, 4 and 5 year olds. Mrs. Torrance, a consultant psychiatric nurse, had taken movies of the previous laboratory session. The film was shown in the class I attended and stopped periodically so that students could amplify, react to and learn from shared experiences.

The film made it clear that even experienced professionals who have well designed materials and lessons have difficulty putting theory into practice. The students expressed discomfort when blunders, born of ignorance of the social and cultural lives of the children, explode in the classroom.

The mixed levels of the participants allows principals to learn about teachers problems. The staff of the child center learns from and teaches the students. Torrance teaches and learns from them all. He remarks that "When you get in and make your own mistakes it's a different kind of learning."

The university is on a quarter system. Torrance teaches the course on the disadvantaged in one session, a course on creative thinking in another and doctoral research in the third. He offers advanced individual study in creativity throughout the year. In the fourth quarter Torrance and some of his students conduct a summer recreation program for 100 disadvantaged children. In a city park, 40 students lead sessions in art, music, dance, science, cooking and psychology.

"I continue to work summers because it is a critical time in the education of the disadvantaged in this part of the country," says Torrance. "We will go into East Athens where they have both black and white poor children, run workshops for two groups of teachers who appear to be interested and who need to understand the problems of the children and of the desegregation process." .... In his office he displays a wall sized mural created at one of his summer sessions.

In addition to teaching and supervising doctoral students Torrance is also head of the Department of Educational Psychology. He belongs to a long list of professional and learning associations, and has received numerous honors including awards for his books. In 1972 he was selected as "Outstanding Educator of America" and received the Psi Chi award for exceptional contributions to psychology. Between 1958 and 1972 Torrance has served on dozens of national advisory committees, participated in working conferences, lectured at over 50 universities, and assisted in over 40 school systems.

As if this activity were not enough, Torrance has also written 9 books. He has over 100 monographs or reports in print and 160 articles which appeared in professional and research journals. He has contributed chapters to another 100 books and written many articles for lay and popular magazines on topics ranging from survival to the arts to science. Through it all, creativity remains the dominant interest.

Finally Torrance is deeply involved with doctoral research. Since 1958 Torrance has directed 63 doctoral dissertations. Thirteen of the recent ones deal with problems of the disadvantaged. When I visited him he carried 15 students at various stages in their research or writing. The sum of these credentials is a picture of a man with unbounded energy and unlimited commitment!

When asked how the focus of his work shifted from creativity to the disadvantaged Torrance explains, "It happened when I came from Minnesota to Georgia. Not that I hadn't been involved before, but here there was a great need for someone competent in the area. We set up a position for someone to take leadership, but qualified specialists on the disadvantaged were few, demands for them were great and we never were able to get the right person. Someone had to do it so I took on the task. I found that the two areas--creativity and the disadvantaged--matched, especially in the development of the "creative positives" of the disadvantaged. We discovered that my creativity tests had practically no social or racial bias. When you move to open-ended education and ask open questions which children can answer from their own experiences, poor and minority group children do as well as the middle-class children."

Doctoral students in the Department of Educational Psychology are carefully selected by a screening committee. Each year about 30 students are chosen from well over 100 qualified applicants. About 15 students at all levels have teaching fellowships in our department. The position pays \$2700 for 9 months of half-time work. Since Georgia is a State University, tuition is low but it helps if a student has a working spouse. Completion of the degree takes longer if a full-time job must be carried off campus.

In addition to the teaching fellowships a number of students are employed under fellowships in the Education Research Laboratory. This work has the double advantage of providing funds and developing competence in basic research and computer technology. Students also become involved in the research interests of the faculty.

The Computer Center at the university is the largest and most powerful of its kind in any Southeastern university. There is no charge to students for use of the computer including search of the ERIC tapes. Some dissatisfaction is expressed with the printouts which tend to produce too many items not all of which are useful for the research needs." Dr. Erwin Flaxman, associate director of the ERIC Information Retrieval Center on the Disadvantaged advises several steps and precautions in order to refine output.

When I asked Dr. Torrance about the dissertation process, he replied, "Students are ready with research tools, content, and an idea to start with as soon as they complete their coursework. This takes about two years of full-time study from the masters degree. On the average it takes one year to finish and defend the dissertation. A five person reading committee approves the proposal and a three person committee scrutinizes the dissertation."

Dr. Torrance also described the most typical problems. "One of the most difficult tasks is the development of an instrument when that is required for the research. For some students the most serious problem is writing ability which often cannot be remedied by the time of writing. Since the ability to use English effectively is not directly related to GRE scores, to thinking ability and/or to professional competence, editorial assistance is suggested for these students. Getting a research population is another problem since the schools in Clarke county object to being overused for research. Therefore approval is needed from the Dean's Office or schools outside the county are contacted independently."

Dr. Torrance also pointed out that "There are very few blacks on the faculty of the university and none in our department. It is basically a recruiting problem. There are nationally few black doctoral recipients. We scoured the country and found a few we would have liked to have. But the salaries they required were much beyond our scales". . . .

Despite this problem Dr. Torrance concludes that "The general climate at the University of Georgia fosters research on the disadvantaged. As is true of any multi-university, there is no all out effort in this or any other direction. However, there are enough people intensely involved in studying and improving the education of disadvantaged children to make this a very favorable climate for such studies. This is true in spite of the fact that none of us have been able to obtain any foundation or federal support for our research.

"The greatest satisfaction derived from working with doctoral students in the field of the disadvantaged is seeing graduates assuming leadership roles in field-based projects, research and development programs and colleges. Hopefully these enlarged cadres will move us closer to solutions to the problems in our schools and our society."

#### Stanley E. Dimond

The immortality of a great teacher is written in the lives of his students. When our early data listed Dr. Lemar Miller as one of the dissertation authors we were especially interested because Dr. Miller had been involved with several projects at ERIC/IRCD. We were equally interested to find that Dr. Miller had taken his dissertation under Dr. Stanley E. Dimond, one of the professors who was repeatedly associated with work on the disadvantaged.

Although Dr. Miller is only one product of Dr. Dimond's advisement, we present his story as a possible prototype of many students fortunate enough to have the guidance of a wise and dedicated chairman. Here is Dr. Miller's description of his mentor.

"When Stanley Dimond retired a dinner was given by former students who came from all over the world. Each of the over 150 who were present wrote about his relationship with Dr. Dimond in a volume which was presented at the dinner. Many of his graduates followed his interest in curriculum and are now college professors.

"Dr. Dimond used a very individual approach with each student. This was unique in a large University like Michigan. Each doctoral program, both the coursework and the research, was tailored to the student and his needs. I know

of a number of students who asked specifically to work with Stan Dimond. He had to select his advisees because he would have been overwhelmed if he hadn't. In refusing an advisee he would say very tactfully that he didn't feel he was the best advisor for that student and that he should search for a sponsor elsewhere.

"After my orals, I went to Stan to thank him. He told me that one of his chief interests when he came to U of M was working with doctoral students. He also told me that there was no need to thank him since our working together had satisfied both of us--my success was his success.

"He was a brilliant man and a leader in curriculum. There were only a few black students at U of M. Yet despite the fact that Dimond was white, most of the blacks ended up working with him unless they were in a completely different field. He began to show his active interest in students even at the masters level. If you had even an introductory course with him, and he sensed your potential, he would give encouragement and direction. Then it was only natural to ask him to be your advisor because he built a relationship with each one as an individual.

"I entered Michigan for my masters program in speech and drama. I was in an entirely different school than education but I took my minor there. I had been offered a fellowship but I could not afford to take it so I taught English and speech at Bull Run, Michigan. It was an integrated district, about 30% black, built with Southern immigrants working in the Ford plant. The University began to offer a specialist degree, a sixth year program granting an Ed.S. degree in curriculum. I applied and was admitted. While completing the program I wrote a paper called, Anecdotal Study of the Effects of Subtle Discrimination in a Suburban High School. Dimond was my advisor. When we finished, he looked at my record and said, 'It seems very silly for you to stop here. My advice would be for you to try to work on your doctorate since you already have met many of the requirements.'

"I had a family and had worked full-time for ten years teaching high school. I wanted to leave that work and started looking for another job. Within a short period I was offered several jobs in universities to work cooperatively with school systems. I realized then that I needed the doctorate for my future so I took a job at Eastern Michigan University. I was the second black faculty member in the department.



"The Ed.S. program had taken me one year and it took another three to get my doctorate. Coursework took a year and a summer. Dimond insisted that all his students do work at the Institute for Survey Research which was a tremendous experience. It gave me the tools I needed to design my research since we worked with the great researchers. Dimond also insisted that I get involved with the American Education Research Association. I applied for one of their training session on the disadvantaged held in New York City and run by Dr. Martin Deutsch. Virginia Crandell from the Fels Institute at Antioch was on the program. She introduced us to the internal-external construct and the Intellectual Achievement Responsibility Scale. I used her scale in my own research. Through several hours of consultation with her I was saved perhaps four months work on the literature.

"The first time I went to see Dimond with an outline of a proposal he looked at me, laughed and said, 'If you had about seven million dollars and three years you could do it!' He had such a unique way of saying things that you couldn't help but get the message.

"He kept careful records so that he knew exactly where each student was at a given time. If students did not move as rapidly as he thought they should, he would call them. He did not like the idea of taking six, seven, or eight years to finish their work. He was a very quiet man but students felt his encouragement. When he chose his advisees he looked beyond scores and grades to discern commitment and creative ability. He seldom dropped someone even if they lagged. He wanted to understand the delay and whether he could help in appropriate ways. When he called you, you knew you had better get moving.

"The major turning point in studies at Michigan is the preliminary examinations. They last two days. One day there is an objective test on education. Then are four essay questions each written by different professors.

"My greatest problems were in two areas--data collection and using the best possible instruments. As I look back now I think I would have changed some instruments.

"Another problem I had which plagued me all the way through my defense examination was that I wanted to work only with black students. I was not interested in comparative studies since the ones I had seen made blacks look bad. I wanted to test some of Coleman's findings about self-concept of black students. Dimond made me defend my decision but he was the kind of person . . .

went to bat for you once you made up your mind--if you could justify it.

"He always invited students to his home. We were always in touch with Dimond no matter where he was. Once he took a trip around the world to visit former students. We had a list of his major stops and could send him materials. If you sent Dimond something and you wanted his reactions on it, you could bet that within a week to ten days you had it back even from Germany. He was always available. That was a key element.

"Dimond taught a concept of curriculum--a way of thinking about doing things in schools which changed teachers' notions of what mastery was, what you could expect of students, what cognitive and affective objectives were, how to free creativity, how to enhance the learning of gifted poor or black children. He saw curriculum as a global entity. I try to apply this concept to my work here at the Institute, in my courses for teachers in black studies in education, in my direction of our National Teacher Corps program, and in supervision of about eleven doctoral students."

#### Conclusion

With such diversity of individuals and institutions, it is difficult to summarize the positive and negative effects of combining doctoral dissertation study with the need to better educate poor and minority group children.

Dr. Miller concluded his description of Dr. Dimond in a way which provides a model for professors in all universities:

"I try to think about the kinds of things that Dimond did. He has been a model for me. I want to concentrate much of my time and energies on doctoral students committed to work with the disadvantaged and students interested in working in areas that pertain to the purposes of the Institute.

Every once in a while you meet someone who is so humble that his humility almost overshadows his brilliance. You know by working with him that he is a great man. You are struck by his sensitivity to human beings and his ability to set a goal for himself, and to devote his life to that goal. He really meant that my success was his success. His teaching will continue to influence me for the rest of my life."

As for the institutions, their very existence demands a pervasive and intensive focus on the most urgent need in education--to afford equal educational opportunity to all children in our country. It is discouraging therefore to report the following.



After completion of each report, it was sent to the university staff for review. Most of the conversations at Northeastern were held with faculty of the segment of the School of Education which was responsible for specialized programs concerned with the education of the disadvantaged.

We received two letters from the Chairman of the Department of Curriculum and Instruction who had not been interviewed. He felt that the statement did not represent the view of his department. He reported that three of the seventeen dissertations submitted recently did deal to some extent with the disadvantaged. This would not have shown up in our study since the collection is retrospective from 1965 to July 1970

Some quotations from the second letter are very revealing:

"...Inasmuch as our students are drawn from widely varying backgrounds and have widely varying interests in the general areas of instruction, I should not have expected such students, allowed to develop and promote their own scholarship, to have focused upon specific samples of disadvantaged students and/or specific problems of a disadvantaged community.

"Our procedure here is to encourage students to select and to identify their own major advisors and to pursue with him his and their own interests. At the present time, one of our twelve staff members qualified to work with students on dissertation proposals is deeply involved in aspects of the education of the disadvantaged. To date, those students who have identified with that professor for dissertation purposes have not been particularly concerned to raise questions about the education of the disadvantaged....

"There are statements. . . upon which there would be sharp disagreement within this department. We do not believe that it is the responsibility of a graduate school to provide its candidates with instruction in the essentials of writing. Our students are given vigorous training in the preparation and development of research projects through courses in curriculum research and design and through a developmental process which requires extensive exploration of the proper and effective procedures which culminate in an acceptable and defensible document. I would think, from my personal experience with a substantial number of eminent institutions, that the research preparation of our students here is estimable and defensible...

"I have tried to promote development of a balanced effort in this department with respect to what instruction we offer and with respect to the concerns and issues of curriculum development and instructional improvement which are continuing as well as current. I believe our product in dissertations reveals our reluctance to intrude some institutional image or current emphasis upon their interests, their access to sources, and their abilities.

"I do not understand what sort of productivity you expect of this institution, or of this department, or of the individuals who are

most closely identified with the concern for the disadvantaged. On my part, I would think we should not wish to have more than 15% of our dissertation effort devoted to this concern."

How can a member of the faculty of an institution which has received millions of dollars of public funds establish a quota beyond which he "would not wish" to have doctoral study done on concern for the disadvantaged? No wonder then that Northeastern provided no dissertations to this study. Even private universities receive financial and other support from the public resources and should repay this with productive scholarship. No longer can we accept the coverup that research on education in general will effect improvement in education for the neglected. We must turn that picture around, for only effective research on those who have not been adequately educated for life by our present system will uplift all of the teaching-learning in our country.

While it is true that the dissertation topic is the student's own choice, that selection is influenced by the total educational content and atmosphere of the curriculum and instruction he received. If a department chairman feels that 15% is the most that is needed, perhaps that explains why students are cued not to focus on the disadvantaged.